

Madison School District Improvement Plan/Progress Report Form

Principle 2 - Free Appropriate Public Education				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>A student who transferred into the district was listed on the district's December 3rd 2002 child count, but the monitoring team was unable to validate that the student had an IEP in place.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will hold an IEP meeting, and if the student is eligible for services, the team will develop an IEP for this student.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will hold an IEP meeting for this student and, if applicable, the team will develop an IEP.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The district will develop a reporting method for all the special education instructors and speech language therapists who have written an IEP for students with disabilities. The report will be submitted to the special education coordinator on a monthly basis.</p> <p>What data will be given to SEP to verify this objective? A brief summary of the reporting method developed and being used will be sent to the SEP to verify this objective.</p>	<p>July 1, 2004</p>	<p>Special Education Coordinator, Special Education Instructors and Speech-Language Therapists</p>	<p>Met Nov '04</p>	

6 month reporting date 11/20/04

Closed 11/19/04

Please explain the data (6 month)

All Special Education eligible students who transfer in have an addendum meeting ASAP completed by the Special Education staff to accept the incoming IEP or the student has a re-eval completed if paperwork does not come in within a certain time period. Documentation is the lists of new referrals, three-year evaluations and annual evaluations. Transferred students' names are highlighted in these documents.

Please explain the data (12 month)

2. What will the district do to improve?

The district's administrators and special education coordinator will meet and develop a document for reporting all students with disabilities to insure accurate child count information.

What data will be given to SEP to verify this objective?

The SEP will receive the date of the meeting and a copy of the document developed to verify this objective.

July 1, 2004

**District
Administrator
s and
Special
Education
Coordinator**

**Met
Nov'04**

Please explain the data (6 month)

The PLEC Special education coordinator met with the district special education coordinator and decided the following three lists were sufficient for this documentation: Three year re evaluations, new referral lists, and annual review date with transferred students' names being highlighted.

Please explain the data (12 month)

Principle 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Issues Requiring Immediate Attention

24:05:22:03 Certified Child

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count.

The monitoring team found that a student referral had listening comprehension and oral expression as concerns; however, those areas were not evaluated. The IEP team initiated an override with no evaluation data to support services in those areas.

Two files reviewed by the monitoring team indicated the students were receiving speech/language and occupational therapy services. Through review of each child's evaluation data and an interview with the speech/language therapist, the monitoring team concluded that neither student had oral motor related disabilities. Neither student, therefore, was in need of occupational therapy as a related service.

The team found documentation of a parent's concern pertaining to reading comprehension. The student was evaluated in the areas of intellectual ability and language, but no academic achievement assessments had been completed. The student was dismissed with no consideration for the potential eligibility as a student with a specific learning disability.

ARSD 24:05:04:02 Determination of Needed Evaluation Data

A team of individuals, including input from the student's parents, determines what evaluation data is needed to support eligibility and the child's special education needs. Through file reviews, the team found documentation from parents that expressed concerns regarding their child's behavior; however, the student's evaluation did not include any standardized or functional behavioral assessments.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation and reevaluation procedures meet the requirement.

6 month reporting date 11/20/04

Closed 11/19/04

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

Evaluations will be comprehensive and given in all areas of the suspected disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The students identified under "Certified Child" and "Determination of Needed Evaluation Data" will be reevaluated. What data will be given to SEP to verify this objective? The district will report each student's reevaluation date, IEP meeting date and a summary of the team's decision.	June 1, 2004	Multidisciplinary Evaluation Team	Met Nov '04	
Please explain the data (6 month) The student who had listening comprehension and oral expression concerns who was not evaluated is in the process of being evaluated, IEP will be completed in late November of 2004. Students' files revealed two students who were receiving speech/language and occupational therapy services and did not appear to have oral motor related disabilities. One of the files revealed that the student had objectives under speech therapy to work on oral motor activities. Student did not require re-evaluation because the goal is actually being completed by the speech therapist. The other student who was receiving occupational therapy was re-evaluated and did not qualify and no longer is receiving these services (5/13/04). The student in question had been evaluated two other times in the academic area but did not qualify. The last evaluation held for this student the parents and other team members determined not to evaluate the student in the academic area. No other tests were requested by the parents in either the prior notice for the evaluation or the referral for review or re-evaluation.				
Please explain the data (12 month)				
Principle 3 – Appropriate Evaluation				

6 month reporting date 11/20/04

Closed 11/19/04

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Functional assessments were not consistently conducted in the district.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district's evaluators will assess a student's functional skills and write a report with the results.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

Functional assessments and reports will be completed when a student is evaluated.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

1. What will the district do to improve?
Student evaluations will include functional assessments and written reports of the student's functional skills.

What data will be given to SEP to verify this objective?
All evaluations conducted since the review will be checked for functional assessment information and a report pertaining to the student's functional skills. The number checked, along with the number meeting this objective, will be submitted to the SEP.

July 1, 2004

Special Education Coordinator and MDT

**Met
Nov '04**

Please explain the data (6 month)

Ten of 11 files documented functional assessment information and a functional assessment report was completed.

Please explain the data (12 month)

Principle 5 - Individualized Education Plan

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Student IEPs did not consistently have present levels of performance based on skill specific functional assessment information or measurable annual goals.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All student IEP present levels of performance will be based on skill specific functional assessment information. This information will be used to develop the measurable annual goal(s).

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Skill specific functional assessment information will be used to develop all students IEP present levels of performance, and the information will be used to develop the annual goal(s).

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

6 month reporting date 11/20/04

Closed 11/19/04

<p>1. What will the district do to improve? The district will assess each student's functional skills, write a report pertaining to the student's skills and develop the student's IEP present levels of performance based on the skill specific functional assessment data.</p> <p>What data will be given to SEP to verify this objective? The district will spot check IEPs completed by each of the special education instructors and related services staff, and send the number checked and the percentage in compliance to the SEP.</p>	July 1, 2004	Special Education Coordinator	Met Nov '04	
<p>Please explain the data (6 month) Eleven IEPs completed – initial and re-evaluations - were checked for functional assessments and a written report pertaining to the student's skills was present. This report summarized the findings of the functional assessment on the PLOP. One had a functional assessment completed but did not have a report.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? The district will use the functional assessment information written in the student's IEP present levels of performance to develop the annual goal(s).</p> <p>What data will be given to SEP to verify this objective? The district will check all IEPs completed by each of the special education instructors and related services staff for annual goals based on functional assessment information and send the number checked and the percentage in compliance to the SEP.</p>	July 1, 2004	Special Education Coordinator	Met Nov '04	
<p>Please explain the data (6 month) Eleven IEPs completed – initial and re-evaluations – were checked for annual goals based on functional assessment information. One had a functional assessment completed but was not reported on the PLOP.</p>				

6 month reporting date 11/20/04

Closed 11/19/04

Please explain the data (12 month)

Principle 5 - Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The condition, performance and criteria components were not included consistently either in the annual goal(s) or short-term objectives.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will state, either in the annual goal(s) or short-term objectives, the condition, performance and criteria on all student IEPs.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

The condition, performance and criteria components will be included in all students' IEP annual goal(s) or short-term objectives.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**6 month
progress**
Record date
objective is
met

**12 month
progress**
Record date
objective is
met

6 month reporting date 11/20/04

Closed 11/19/04

<p>1. What will the district do to improve? Each IEP team will develop annual goal(s) or short-term objectives with the inclusion of the condition, performance and criteria.</p> <p>What data will be given to SEP to verify this objective? All student IEP annual goal(s) or short-term objectives will be checked for the condition, performance and criteria components. The number checked and in compliance with this objective will be sent to the SEP.</p>	July 1, 2004	Special Education Coordinator	Met Nov '04	
<p>Please explain the data (6 month) Eleven of the eleven IEPs checked – initial and re-evaluations- demonstrated condition, performance, and criteria components.</p>				
<p>Please explain the data (12 month)</p>				
Principle 5 - Individualized Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Several student IEPs had “as needed” written for the frequency of general classroom modifications and/or accommodations.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will document the specific frequency for the provision of modifications and/or accommodations in the general classroom.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All student IEPs that address modifications and/or accommodations will have the specific frequency documentation.</p>				

6 month reporting date 11/20/04

Closed 11/19/04

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? When a student is in need of modifications and/or accommodations, the district will document the specific frequency instead of writing "As needed".</p> <p>What data will be given to SEP to verify this objective? The district will check all applicable IEPs for the frequency that modifications and/or accommodations in the general classroom. The number checked and the percentage in compliance will be submitted to the SEP.</p>	July 1, 2004	Special Education Coordinator and Special Education Instructors	Met Nov '04	
<p>Please explain the data (6 month) Eleven of eleven IEPs checked – initial and re-evaluations – had the correct frequency for the modification and/or accommodations in the general classroom marked.</p>				
<p>Please explain the data (12 month)</p>				
Principle 5 - Individualized Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The statement, "Does the student's general classroom behavior impede learning?" was always checked "No" when a student's problem behavior in the general classroom had been addressed in the present levels of performance.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>When the present levels of performance reference a student's problem behaviors in the general classroom, the district will check the statement, "Does the student's general classroom behavior impede learning" as "Yes" and document positive interventions.</p>				

6 month reporting date 11/20/04

Closed 11/19/04

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

The district will check the statement, "Does the student's general classroom behavior impede learning" as "Yes" and document positive interventions when the student's present levels of performance indicate the student is demonstrating problem behaviors in the general classroom.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Should a student be demonstrating problem behaviors in the general classroom, the IEP team will check the statement with a "Yes" and document positive interventions. What data will be given to SEP to verify this objective? All IEPs of all students demonstrating behavioral problems will be checked for this statement being checked "Yes" with the inclusion of positive behavioral interventions. The number checked and percent meeting this objective will be sent to the SEP.	July 1, 2004	Special Education Coordinator and Special Education Instructors	Met Nov '04	
Please explain the data (6 month) Eleven of eleven IEP's were checked – initial and re-evaluations- for the statement referring to behavior problems impeding education. IEPs with the box checked yes, had positive behavioral interventions developed in either the space provided or in the IEP goal area.				
Please explain the data (12 month)				